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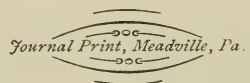
OF

Allegheny College.

1875-6.



MEADVILLE, PENN'A.



Journal Print, Meadville, Pa.

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REV. W. R. WHITE,

HON. B. F. MARTIN.

CENTENNIAL COMMITTEES.

PITTSBURGH CONFERENCE.

In the Educational report of this Conference, among the Resolutions passed, was the following :

Resolved, That we recommend that the Pittsburgh Conference make a general and an earnest effort during this Centennial year, to increase the Endowment Fund, and all other material resources of the Institutions of Learning under our patronage.

To carry out the provisions of this Resolution, it was further

Resolved, That Centennial Committees be appointed in each district, consisting of the Presiding Elder, one Minister, and two Laymen, the latter three to be appointed by the Presiding Elder after the adjournment of the Conference. These committees were to provide for Centennial Educational Conventions throughout the conference.

West Pittsburgh District,			J. A. MILLER,		Chairman.
South Pittsburgh	do	- -	T. N. BOYLE,	- -	do
S. E.	do	do - -	A. J. ENDSLEY,	- -	do
East	do	do - -	I. N. BAIRD,	- -	do
North	do	do - -	H. L. CHAPMAN,	- -	do
Allegheny	do	- -	S. N. NESBIT,	- -	do
Canton	do	- -	S. F. MINOR,	- -	do
Steubenville	do	- -	J. S. BRACKEN,	- -	do
Cambridge	do	- -	J. WILLIAMS,	- -	do
Barnesville	do	- -	J. M. CARR,	- -	do
McConnellsville	do	- -	S. M. HICKMAN,	- -	do

ERIE CONFERENCE.

The action of the Erie Conference was to the effect that an earnest effort should be made to raise \$50,000 as additional endowment for the College.

CENTENNIAL COMMITTEE.

Meadville District—J. PEATE, L. H. BUGBEE, W. F. DAY, G. W. HASKINS, C. C. CARROLL, J. H. LENHART, G. WALLACE DELAMATER, Wm. REYNOLDS, S. P. OFFICER, F. P. RAY.

Cleveland District—D. C. OSBORNE, J. N. FRADENBURGH, A. J. MUSSEY, E. C. POPE.

Akron District—J. TRIBBY, A. WHEELER, LEWIS MILLER, M. B. TAYLOR.

Erie District—R. M. WARREN, W. W. RAMSAY, H. JONES, S. P. LONG-STREET.

New Castle District—J. S. LYTLE, J. GRAHAM, CYRUS CLARKE, S. FOLTZ.

Brookville District—J. R. LYON, R. B. BOYD, E. H. DARRAH, E. WOOD.

Franklin District—W. P. BIGNELL, W. W. PAINTER, J. S. MCCALMONT, A. DRAKE.

Jamestown District—N. NORTON, T. L. FLOOD, H. O. LAKIN, J. ANDREWS.

Fredonia District—W. F. WILSON, J. M. BRAY, J. H. HERRON, H. HENDERSON, A. J. MINOR, A. R. AVERY.

WEST VIRGINIA CONFERENCE.

This Conference heartily endorsed the Centennial movement, commended the College, and appointed the Presiding Elders, one Minister, and two Laymen from each district as Centennial Committees to provide for holding Educational Conventions, in order to arouse a new interest in behalf of the Institutions of Learning, under the patronage of the Conference.

The Presiding Elders are the Chairmen, and are to name the other members of the Committees, and call them together for conference and action.

Morgantown District,		SAMUEL STEELE,		Chairman.
Wheeling	do - -	F. BALL,	- - -	do
Clarksburgh	do - -	J. W. W. BOLTON,	-	do
Buckhanon	do - -	T. B. HUGHES,	- -	do
Parkersburgh	do - -	A. HALL,	- - -	do
Charleston	do - -	S. E. STEELE,	- -	do
Guyandotte	do - -	T. H. TRAINER,	- -	do

At least \$100,000 should be raised and subscribed within the bounds of the three patronizing conferences, during the Centennial year. If Educational Conventions are held in every district, and the spirit of the General Conference action is carried out on every charge, this amount can and will be realized.

FACULTY.

REV. LUCIUS H. BUGBEE, D. D.,

PRESIDENT,

Chamberlain Professor of Philosophy and Christian Evidences.

REV. JONATHAN HAMNETT, D. D.,

VICE PRESIDENT,

Professor of Mathematics and Astronomy.

REV. LUCIUS H. BUGBEE, D. D.,

Kramer Professor of Biblical Literature.

JEREMIAH TINGLEY, A. M.,

Professor of Physics and Chemistry.

REV. AMMI B. HYDE, D. D.,

Professor of Greek and Hebrew.

CHARLES W. REID, A. M.,

Professor of Modern Languages and History of Fine Arts.

GEORGE W. HASKINS, A. M.,

Bradley Professor of Latin Language and Literature.

NATHAN SHEPPARD, A. M., B. D.,

Lecturer on English Literature and Public Speaking.

REV. W. W. WYTHER, M. D.,

Lecturer on Mechanical Philosophy.

JEREMIAH TINGLEY, A. M.,

Curator and Secretary of the Faculty.

CHARLES W. REID, A. M.,

Librarian.

JAMES H. MONTGOMERY,

Assistant in the Laboratories.

STUDENTS.

SENIOR CLASS.

Alma Eva Albertson,	-	-	-	-	-	<i>West Springfield, Pa.</i>
Walter Ozias Allen,	-	-	-	-	-	<i>Sheridan, N. Y.</i>
Camden McCormick Cobern,	-	-	-	-	-	<i>Uniontown, Pa.</i>
Austa Densmore,	-	-	-	-	-	<i>Meadville, Pa.</i>
William Plimpton Eckels,	-	-	-	-	-	<i>Mill Village, Pa.</i>
Margaret Elizabeth Hartman,	-	-	-	-	-	<i>Meadville, Pa.</i>
Ernest Henry Koester,	-	-	-	-	-	<i>Philadelphia, Pa.</i>
Lewis Henry Lauderbaugh,	-	-	-	-	-	<i>Meadville, Pa.</i>
Jared Clifton Marcy, Jr.,	-	-	-	-	-	<i>Jacksonville, Fla.</i>
George McAlpine,	-	-	-	-	-	<i>Akron, O.</i>
John Sophronus McKay,	-	-	-	-	-	<i>Espyville, Pa.</i>
Charles Truitt Newlon,	-	-	-	-	-	<i>Meadville, Pa.</i>
*Thomas M. St. John,	-	-	-	-	-	<i>Plumville, Pa.</i>
Charles P. Woodring,	-	-	-	-	-	<i>Meadville, Pa.</i>

*Deceased.

STUDENTS.

JUNIOR CLASS.

Homer C. Crawford,	-	-	-	-	-	<i>Cooperstown, Pa.</i>
George Howard Huffman	-	-	-	-	-	<i>Pleasant Unity, Pa.</i>
Hiram Thomas Lamey,	-	-	-	-	-	<i>Dempseytown, Pa.</i>
James H. Malcolm,	-	-	-	-	-	<i>New Athens, O.</i>
Louise McClintock,	-	-	-	-	-	<i>Meadville, Pa.</i>
William Elwin McDowell,	-	-	-	-	-	<i>Conneautville, Pa.</i>
James H. Montgomery,	-	-	-	-	-	<i>Conneautville, Pa.</i>
Alfred S. Morrison,	-	-	-	-	-	<i>Meadville, Pa.</i>
Perry Allen Reno,	-	-	-	-	-	<i>Clark, Pa.</i>
Watson Hawkins Swartz,	-	-	-	-	-	<i>Beaver Falls, Pa.</i>
Lewis Walker,	-	-	-	-	-	<i>Wellsville, O.</i>
Wilson Turner Waters,	-	-	-	-	-	<i>Lebanon, Tenn.</i>
Wayne Whipple,	-	-	-	-	-	<i>Saegertown, Pa.</i>
Carrie Kitchel Wythe,	-	-	-	-	-	<i>Mayville, N. Y.</i>

STUDENTS.

SOPHOMORE CLASS.

William Crozier Bear,	-	-	-	-	-	<i>Meadville, Pa.</i>
John A. Bolard,	-	-	-	-	-	<i>Conneautville, Pa.</i>
James Doughty,	-	-	-	-	-	<i>Meadville, Pa.</i>
Jacob Albert Hovis,	-	-	-	-	-	<i>Meadville, Pa.</i>
David Jameson,	-	-	-	-	-	<i>Warren, O.</i>
Mary Elizabeth Kugler,	-	-	-	-	-	<i>Sharon, Pa.</i>
Thompson Brainerd Mackey,	-	-	-	-	-	<i>East Liverpool, O.</i>
William James McClintock,	-	-	-	-	-	<i>Harrisville, Pa.</i>
Oliver R. Newell,	-	-	-	-	-	<i>Livermore, Pa.</i>
Charles William Rees,	-	-	-	-	-	<i>Mayville, N. Y.</i>
Thomas D. Sensor,	-	-	-	-	-	<i>Byron, Ill.</i>
Jacob Patterson Strayer,	-	-	-	-	-	<i>Geneva, Pa.</i>
Elliott Sansom White,	-	-	-	-	-	<i>Pike Run, Pa.</i>
Edward B. Wilson,	-	-	-	-	-	<i>Warren, O.</i>

STUDENTS.

FRESHMAN CLASS.

William McKee Beyer, - - - - -	<i>Tipton, Pa.</i>
Charles Andrew Boush, - - - - -	<i>Meadville, Pa.</i>
Wellington Bowser, - - - - -	<i>Echo, Pa.</i>
Herschel Lenus Campbell, - - - - -	<i>Indiana, Pa.</i>
Livingston Lewellyn Davis, - - - - -	<i>Meadville, Pa.</i>
Charles W. Davis, - - - - -	<i>Randolph, N. Y.</i>
John Littleton Dawson, - - - - -	<i>Beallsville, Pa.</i>
Daniel F. DeLo, - - - - -	<i>St. Petersburg, Pa.</i>
Clark DeLa Eckels, - - - - -	<i>Mill Village, Pa.</i>
Andrew C. Ellis, - - - - -	<i>Sewickley, Pa.</i>
Daniel Brodhead Heiner, - - - - -	<i>Kittanning, Pa.</i>
Charles William Kugler, - - - - -	<i>Sharon, Pa.</i>
W. A. Lee, - - - - -	<i>Tarentum, Pa.</i>
Samuel Mackey, - - - - -	<i>Sewickley, Pa.</i>
Henry Hurst Marcy, - - - - -	<i>Jacksonville, Fla.</i>
Austine James Maxwell, - - - - -	<i>Steamburg, Pa.</i>
Lois McClintock, - - - - -	<i>Meadville, Pa.</i>
Walter Lowrie McClurg, - - - - -	<i>Georgetown, Pa.</i>
Christian Miller, - - - - -	<i>Leitersburg, Md.</i>
Edward Magee Miller, - - - - -	<i>Allegheny City, Pa.</i>
Gideon Homer Mosier, - - - - -	<i>Meadville, Pa.</i>
Oscar Frank Nodine, - - - - -	<i>Meadville, Pa.</i>
Arthur Manly Shellito, - - - - -	<i>Espyville, Pa.</i>
John Newton White, - - - - -	<i>Sewickley, Pa.</i>

ADMISSION.

Candidates for admission to the Freshman Class are required to pass a satisfactory examination in the following subjects :

<i>LATIN.</i>	{	Latin Grammar, including Prosody—Harkness preferred. Latin Prose Composition—Harkness preferred. Sallust—Catilinarian War, or Allen's Latin Selections. Cicero—Eight Orations. [Æneid. Virgil—The Bucolics, and Six Books of the
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<i>GREEK.</i>	{	Greek Grammar—Goodwin's preferred. Greek Lessons—Goodwin's preferred. Xenophen—Anabasis, four books. Greek Reader—Goodwin's.
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<i>MATHEMATICS AND ENGLISH.</i>	{	Arithmetic. Algebra. Geometry—Three books. History—General facts. English Grammar and Orthography.
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<i>SCIENCE.</i>	{	Physiology. Elements of Natural Philosophy. Elements of Botany.
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The examinations in the common English branches will be insisted upon with no less care than in the Languages and Mathematics—real equivalents will be accepted. Candidates for the Scientific Course are required to pass examination in the same studies or subjects. Candidates for higher standing are examined as above, and also in the studies gone over by the class to which they may desire admission. Equivalents will be accepted.

The stated times for examination are Wednesday before commencement, at 9 o'clock, A. M., and the day preceding the opening of the Fall Term, (this year Sept. 12th,) the same hour. In special cases candidates may be examined and admitted at other times in the year, excepting that no admission to the Senior Class is allowed later than the beginning of the second term.

Those who apply for examination on the days above named should be careful to be punctual at the stated hour.

The place for examination will be Bentley Hall.

Pupils coming from accredited schools with honorable dismissal, and certificates of critical scholarship in certain studies, will be credited those studies, without examination.

In all cases, students coming from other Colleges, must present testimonials of good moral character and standing, and a certificate of regular dismissal, if from a sister College.

No one can enter the Freshman class until the age of fifteen.

Ladies are admitted to the College classes upon the same terms as gentlemen.

CLASSICAL DEPARTMENT.

FRESHMAN YEAR.

<i>FIRST TERM.</i>	{ Livy—Roman History. Homer's Iliad. Geometry, Conic Sections, } one recitation. Botany, finished, Zoology, begun, } one recitation.
<i>SECOND TERM.</i>	{ Horace—Odes and Satires. Memorabilia. Trigonometry—Plane and Spherical. Zoology, completed.
<i>THIRD TERM.</i>	{ Horace—Ars Poetica and Epistles. Plato. Surveying. Physical Geography.

Composition and Declamation throughout the year.

SOPHOMORE YEAR.

<i>FIRST TERM.</i>	{ Tacitus—Germania and Agricola, Latin Compo- Thucydides. [sition]. Analytical Geometry, begun. Chemistry.
<i>SECOND TERM.</i>	{ Tacitus Histories—Latin Composition. Greek Tragedy. Analytical Geometry, finished. Chemistry.
<i>THIRD TERM.</i>	{ Cicero de Officiis. Calculus—Differential and Integral. Greek and Lectures on Greek Literature and Phi- Chemistry. [lology].

Composition and Declamation through the year.

JUNIOR YEAR.

FIRST TERM. { Mineralogy.
Art of Discourse.
History of English Literature.
History of Roman Literature.

SECOND TERM. { Physics.
Logic.
Mental Philosophy.
History of Roman Literature.

THIRD TERM. { Physics.
Astronomy.
Evidences of Christianity.

Compositions and Speeches during the year.

SENIOR YEAR.

FIRST TERM. { History of Philosophy.
Geology.
Butler's Analogy.

SECOND TERM. { Geology.
Constitution of the United States.
Social and National Economy.
Art Criticism.

THIRD TERM. { Geology.
Moral Philosophy.
International Law.

Essays and Practical Speeches during the year.

SCIENTIFIC COURSE.

FRESHMAN YEAR.

<i>FIRST TERM.</i>	$\left\{ \begin{array}{l} \text{French Grammar.} \\ \text{Geometry, finished,} \\ \text{Conic Sections.} \end{array} \right\} \text{one recitation.}$ $\left\{ \begin{array}{l} \text{Livy—Roman History.} \\ \text{Botany, finished,} \\ \text{Zoology, begun,} \end{array} \right\} \text{one recitation.}$
<i>SECOND TERM.</i>	$\left\{ \begin{array}{l} \text{French Grammar.} \\ \text{Trigonometry—Plane and Spherical.} \\ \text{Horace—Odes and Satires.} \\ \text{Zoology, completed.} \end{array} \right.$
<i>THIRD TERM.</i>	$\left\{ \begin{array}{l} \text{French.} \\ \text{Surveying.} \\ \text{Horace—Ars Poetica and Epistles.} \\ \text{Physical Geography.} \end{array} \right.$

Compositions and Declamations during the year.

SOPHOMORE YEAR.

<i>FIRST TERM.</i>	$\left\{ \begin{array}{l} \text{French.} \\ \text{German Grammar.} \\ \text{Analytical Geometry, begun.} \\ \text{Chemistry.} \end{array} \right.$
<i>SECOND TERM.</i>	$\left\{ \begin{array}{l} \text{French.} \\ \text{German Grammar.} \\ \text{Analytical Geometry, finished.} \\ \text{Chemistry.} \end{array} \right.$
<i>THIRD TERM.</i>	$\left\{ \begin{array}{l} \text{French.} \\ \text{German.} \\ \text{Calculus—Differential and Integral.} \\ \text{Chemistry.} \end{array} \right.$

Compositions and Declamations during the year.

JUNIOR YEAR.

FIRST TERM. { German.
Mineralogy.
Art of Discourse.
History of English Literature.

SECOND TERM. { German.
Physics.
Logic.
Mental Philosophy.

THIRD TERM. { German.
Astronomy.
Physics.
Evidences of Christianity.

Compositions and Speeches during the year.

SENIOR YEAR.

FIRST TERM. { History of Philosophy.
Physics.
Butler's Analogy.

SECOND TERM. { Geology.
Constitution of the United States.
Social and National Economy.
Art Criticism.

THIRD TERM. { Geology.
Moral Philosophy.
International Law.

Essays and Practical Speeches during the year.

BIBLICAL DEPARTMENT.

The *Preparatory* work, and the *Freshman year*, the same as in the Classical Department.

In the Sophomore, Junior and Senior years, the same as the Classical Department, with the exception of the substitution of six Terms in Hebrew and three Terms in Biblical Literature, for the same number of Terms in Latin, Greek and Mathematics, with the addition of two Terms in Greek—New Testament.

The above substitutions constitute at least one full year of a regular Theological Course. The further course of two years will be laid down in our next Catalogue, and students preparing for the ministry, and completing the Biblical, and the Theological course, will be entitled to graduation from the latter with the usual degree of B. D.

Graduation from the Biblical Course entitles the student to the same degree given in the Classical Course.

PREPARATORY SCHOOL.

To supply the demand for a specific school, with a systematic and thorough course of study, adapted to the preparation of pupils for entrance to College, without loss of time, there will be opened Sept. 20th, the Preparatory School of Allegheny College.

The course as laid down is three years, and will compare favorably with any similar school east or west.

This School will be under the direct superintendence of the President and Faculty of the College. Teachers of known ability are employed for this school, who will enter upon their duties in September.

It is believed that no better advantages, for a thorough and direct preparation for College, can be obtained any where, than will be offered here.

There ought to be *one hundred young people* in this department in the Fall, in view of the *cheapness of board* and of Free Tuition, and the *special advantages*.

It is to be specifically a College Preparatory School—not an Academy or a Seminary,—hence in perfect harmony with other schools within our patronizing district.

Parents can send their sons and daughters here in perfect confidence that they will be cared for and placed in course of training *in the essential branches*, which will prepare them for College.

A preparation for college should be begun early, and no influences or counsel should deflect a pupil from the systematic drill and order of such a course.

Students coming who are nearly ready to enter College, or who are advanced in some studies and behind in others, can avail themselves of this Preparatory School, and bring themselves up to the grade they are competent to take in the quickest possible time.

SECOND PREPARATORY.

J. Lawrence Axtell,	-	-	-	-	-	<i>Sunville, Pa.</i>
James Alexander Ballantyne,	-	-	-	-	-	<i>Armagh, Pa.</i>
Edward Thayer Bates,	-	-	-	-	-	<i>Meadville, Pa.</i>
Arthur Laban Bates,	-	-	-	-	-	<i>Meadville, Pa.</i>
Charles H. Bruce,	-	-	-	-	-	<i>New Sheffield, Pa.</i>
Charles Cornelius Chryst,	-	-	-	-	-	<i>Warren, O.</i>
Frank Solomon Chryst,	-	-	-	-	-	<i>Warren, O.</i>
Almon Benton Colter,	-	-	-	-	-	<i>Venango, Pa.</i>
Genevieve Densmore,	-	-	-	-	-	<i>Meadville, Pa.</i>
Joseph Thomas Ewing,	-	-	-	-	-	<i>Espyville, Pa.</i>
William Henry Hammon,	-	-	-	-	-	<i>Dicksonburg, Pa.</i>
Stafford L. Himebaugh,	-	-	-	-	-	<i>Woodcock, Pa.</i>
Robert Clinton Howe,	-	-	-	-	-	<i>Youngstown, Ohio.</i>
Alexander Earl Husted,	-	-	-	-	-	<i>Pittsburgh, Pa.</i>
Albert Alonzo Kingsley,	-	-	-	-	-	<i>Cambridge, Pa.</i>
James Dunnam Knapp,	-	-	-	-	-	<i>Linesville, Pa.</i>
Frank F. Lippitt,	-	-	-	-	-	<i>Guy's Mills, Pa.</i>
John Dugan Martin,	-	-	-	-	-	<i>Parnassus, Pa.</i>
Marshall Byers McKinley,	-	-	-	-	-	<i>Mercer, Pa.</i>
George Sullivan Miner,	-	-	-	-	-	<i>Fairview, Pa.</i>
Emery Nelson,	-	-	-	-	-	<i>Cochrannton, Pa.</i>
Amos Jesse Newell,	-	-	-	-	-	<i>Sherman, N. Y.</i>
Gilbert Almond Nodine,	-	-	-	-	-	<i>Meadville, Pa.</i>
Charles Louis Pappenhagen,	-	-	-	-	-	<i>Meadville, Pa.</i>
Samuel M. Patton,	-	-	-	-	-	<i>Cochrannton, Pa.</i>
John Jay Phare,	-	-	-	-	-	<i>Cleveland, O.</i>
James Reid Rettew,	-	-	-	-	-	<i>Philadelphia.</i>
Alfred Sherred,	-	-	-	-	-	<i>Venango, Pa.</i>
William Warren Shilling,	-	-	-	-	-	<i>Wheatland, Pa.</i>
William Harbaugh White,	-	-	-	-	-	<i>Sewickley, Pa.</i>
William C. Wilson,	-	-	-	-	-	<i>Fredonia, N. Y.</i>

FIRST PREPARATORY.

John E. Adams,	-	-	-	-	-	-	Meadville, Pa.
James R. Andrews,	-	-	-	-	-	-	Adamsville, Pa.
John Sylvester Blair,	-	-	-	-	-	-	Columbus, Pa.
William Marvin Bemus,	-	-	-	-	-	-	Meadville, Pa.
James Clark Cummings,	-	-	-	-	-	-	Woodcock, Pa.
Victor Morris Delamater,	-	-	-	-	-	-	Meadville, Pa.
Charles A. Ensign,	-	-	-	-	-	-	Newton Falls, O.
Walter S. Fox,	-	-	-	-	-	-	Hudson, O.
William Stone Gleason,	-	-	-	-	-	-	Conneautville, Pa.
Wilmot Heard,	-	-	-	-	-	-	Blooming Valley, Pa.
T. C. Himebaugh,	-	-	-	-	-	-	Riceville, Pa.
Charles Reuben Hunt,	-	-	-	-	-	-	Warren, O.
Emmett T. Kennedy,	-	-	-	-	-	-	Lockport, N. Y.
Joseph M. Lenhart,	-	-	-	-	-	-	Meadville, Pa.
Martha M. Martin,	-	-	-	-	-	-	Parnassus, Pa.
Mary Margaret Montgomery,	-	-	-	-	-	-	Conneautville, Pa.
Linna M. Perry,	-	-	-	-	-	-	Saegertown, Pa.
Charles Eyres Richmond,	-	-	-	-	-	-	Meadville, Pa.
Charles Fremont Richmond,	-	-	-	-	-	-	Meadville, Pa.
Charles Westley Thompson,	-	-	-	-	-	-	Meadville, Pa.
William R. Van Gilder,	-	-	-	-	-	-	Monongahela, Pa.
Alice Martha Whipple,	-	-	-	-	-	-	Saegertown, Pa.
Frank H. Woods,	-	-	-	-	-	-	Meadville, Pa.

COURSE OF STUDY.

FIRST YEAR.

FIRST TERM. { Latin Grammar and Lessons.
English Grammar and Orthography.
Arithmetic.
Descriptive Geography.

SECOND TERM. { Latin Grammar and Lessons.
English Grammar and Syntax.
Arithmetic.
History of the United States.

THIRD TERM. { Caesar and Latin Composition.
Arithmetic, finished.
English Analysis.
History of England.

Compositions and Declamations during the year.

SECOND YEAR.

FIRST TERM. { Caesar and Latin Composition.
Greek Grammar.
Elementary Algebra.
History of Rome.

SECOND TERM. { Sallust's Catalina and Latin Composition.
Greek Grammar and Lessons.
Elementary Algebra, finished.
History of Greece.

THIRD TERM. { Cicero's Orations and Latin Composition.
Greek Grammar and Lessons.
Higher Algebra.
Outlines of History.

Compositions and Declamations during the year.

THIRD YEAR.

FIRST TERM. { Cicero's Orations and Latin Composition.
Anabasis and Greek Composition.
Higher Algebra.
Physiology.

SECOND TERM. { Virgil and Mythology.
Anabasis and Greek Composition.
Higher Algebra, completed. } one recitation.
Geometry, begun.
Elements of Natural Philosophy.

THIRD TERM. { Virgil and Mythology.
Selections from Greek Authors and Composition.
Geometry.
Botany, begun.

Compositions and Declamations through the year.

MISCELLANEOUS.

EXAMINATIONS.

There will be three examinations of classes during the year. The first will be held on the last three days of the Fall Term. The second on the last three days of the Winter Term. The third will begin a week previous to Commencement.

CLASSIFICATION.

The Classification in the Catalogue is made at the close of the College Year, and gives the class-rank for the year.

A student having completed the studies of the Preparatory Course or their equivalent and Freshman year, less five, can take rank as Freshman. Having completed the above and the studies of the Sophomore year, less four, he can take rank as Sophomore. Having completed all the above and the studies of the Junior year, less three, he can take rank as Junior. For graduation he must complete the studies of the entire course.

DEGREES.

The Degree of Bachelor of Arts will be conferred upon those who complete in a satisfactory manner, either of the College courses of study.

The Degree of Master of Arts may be conferred in course on every Bachelor of Arts of three years' standing, who has been engaged since his graduation in some literary occupation, and has sustained a good moral character. Application should be made to the President as early as the Monday preceding Commencement, advancing the usual fee of Five Dollars.

COLLEGE HONORS, 1875.

FIRST HONOR, Valedictory,	- -	MISS ANNIE M. WARNER.
SECOND HONOR,	- - -	MISS JULIA MORUM.

COLLEGE DEPARTMENTS.

PRESIDENT'S DEPARTMENT.

Instruction is given by the President in Art of Discourse, English Literature, Logic, Mental Philosophy, Evidences of Christianity, History of Philosophy, Butler's Analogy, Constitution of the United States, Social and National Economy, Art Criticism, Moral Philosophy, International Law, and Biblical Literature. These subjects of study will be accompanied with Lectures, bearing upon certain sections of the various branches. The lectures will be familiar, practical talks, rather than stated and formal discourses. The aim in the Instructions and Lectures will be to put the student into intimate sympathy with the themes of study, in order to an interested and practical discussion of the important subjects involved in these several branches.

MATHEMATICS AND ASTRONOMY.

To the complete course in pure Mathematics is added the application of Geometry and Trigonometry to Surveying and Elementary Engineering. Compass, Chains, Transit, and all other necessary instruments, are furnished and practically used in the field.

To these branches are devoted five recitations per week through the Freshman and Sophomore years, and the Third Term of Junior year. The subject of Astronomy can be pursued most advantageously. It is hoped that the splendid telescope of the College—the gift of Hon. G. B. Delamater—will be in better shape to be used at no distant day.

THE TELESCOPE is an 8 feet Refractor, $7\frac{1}{2}$ inches Object Glass, in power capable of separating minute double stars; manufactured by A. Clark & Son, Cambridge, Mass. There is also a superb Transit from the hands of Stackpole Bros., New York. These instruments are temporarily mounted, waiting the erection of a suitable Observatory. In addition there are a Sextant, a Transit with Meridian Finder, a Prismatic Compass, and other instruments essential to the department of ENGINEERING, all of first class workmanship, and practically used in the field.

DEPARTMENT OF NATURAL SCIENCE.

The leading idea in the instructions given in Natural Science, is to prepare the student for independent research, upon the theory that such method

affords at once the highest mental discipline, and most satisfactory practical knowledge. Each student, furnished with sufficient material and apparatus to enable him to do so, will constantly be stimulated to pursue his own investigations, under such guidance as will secure precision in method, and accuracy in results.

Illustrated Lectures will frequently be given to make the path clear, and the labor interesting and successful.

Botany, and Zoology commencing in the last Term of the Preparatory Course, continue through two consecutive terms of the Freshman Year. In these branches the student is brought face to face with nature and required to make constant observations upon the forms and phenomena of animal and vegetable life about him. Lectures, Recitations, Drill, and Analysis of natural objects, varied according to the nature of the lessons, are in constant use.

PHYSICS AND CHEMISTRY.—No College in America has more complete facilities for obtaining a thorough elementary knowledge of these branches. The costly and splendid apparatus, kept up to the times by occasional additions,—and the Laboratories, abundantly provided with chemicals and facilities for every kind of chemical work, make these studies unusually attractive and satisfactory. The Course in Chemistry, including Mineralogy, requires four consecutive Terms; that of Physics, three additional Terms.

MINERALOGY AND GEOLOGY.—After a severe drill with crystallographic models, continuing four weeks, Mineralogy is chiefly taught by the actual examination and analysis of Minerals, with frequent and intelligent use of the College Cabinets. Geology is taught by Recitation, Lectures, Cabinet Illustrations and Excursions. With the exception of Astronomy, all the classes in Natural Science are assigned to the Chair of Physics and Chemistry.

CHEMICAL LABORATORIES.

During the past year three large rooms, each twenty by forty feet in area, have been fitted up in the basement of Bentley Hall for Chemical Laboratories. They are furnished with water and gas and are already supplied with neat cases for materials and apparatus, and an abundant stock of chemicals for demonstration and analysis, including a well selected cabinet of rare specimens.

When completed these laboratories will accommodate forty students with separate facilities for practical chemical and mineralogical study and analysis, according to the methods of the best Scientific Schools. They will be ready for use by the opening of the ensuing Fall Term. Arrangements will be made at an early day for post graduate courses of study in Chemistry and other branches of science.

APPARATUS AND MUSEUM.

The College possesses extensive cabinets of Mineralogy and Conchology, and complete Chemical and Philosophical apparatus of the most approved forms, mostly gifts from Hon. C. V. CULVER.

THE APPARATUS comprises several hundred distinct pieces, affording the most ample means of illustrating every branch of Physics and Chemistry now taught in Collegiate Institutions.

Among the more expensive Instruments are the following :

A compound Microscope, with accessories, manufactured by Zentmayer, of Philadelphia, at a cost of about \$500.

A Rumkorff Induction Coil, giving a twelve inch spark, by E. S. Ritchie & Co., of Boston, costing \$525.

A Thilorier's Apparatus for solidifying Carbonic Acid.

Eighteen Instruments to illustrate the Laws of Undulations.

Auzoux' largest size Anatomical Models of the Eye, Ear, Brain, and Larynx.

Apparatus for reproducing Tyndall's experiments on Heat.

Two Polariscopes with accessories.

A Spectroscope with four Prisms.

Complete apparatus for projection, including a first class Educational Lantern, Oxy-Hydrogen Microscope, Duboscq's apparatus for projecting Polarized light, &c.

The Optical Instruments, excepting the Compound Microscope, Telescope, and Astronomical Transit, were made by M. Duboscq, of Paris.

The Museum embraces several distinct collections of Minerals, Shells, Fossils, &c.

1. THE PRESCOTT CABINET, comprising 2,400 specimens of marine, terrestrial and fresh water shells, and about 3,000 specimens of Minerals and Fossils collected and mounted by Dr. WILLIAM PRESCOTT, of Concord, New Hampshire.

2. THE HALDEMAN CABINET has 550 excellent and carefully labeled specimens of Minerals, and about 2,000 species of Shells, and was purchased of S. S. HALDEMAN, of Columbia, Penn'a.

3. THE ALGER CABINET.—This magnificent collection, made by the late FRANCIS ALGER, of Boston, was purchased at a cost of \$12,000, and contains 5,000 specimens of Minerals, remarkable for their beauty and variety, many of them unique. It embraces also a large number of duplicates, and a handsome *suite* of about 1,500 specimens of Shells. This collection is said to have cost Mr. ALGER over \$35,000.

4. CABINET OF LITHOLOGY AND PALÆONTOLOGY.—This contains an en-

tire series of the well known Ward casts, and a very comprehensive and valuable collection of fossils and rocks, to which additions are being made.

5. SMITHSONIAN COLLECTIONS.—In addition to several valuable collections heretofore received from the Smithsonian Institution, there has been added a *suite* of over 500 specimens of land, marine and fresh water shells, from Panama, Vancouver's Island, and the West Indies, chiefly obtained by the late Prof. C. A. ADAMS, and authentically labeled by H. CUMING and by Dr. P. B. CARPENTER, from the collections of D'ORBIGNY & CUMING.

6. ENTOMOLOGICAL CABINET.—The Cabinet of Insects, embraces 3,000 species, carefully and accurately catalogued and classified. It was arranged by W. O. CURRIER, of Providence, R. I., and donated by a friend of the College.

7. COLLECTIONS OF THE SCIENTIFIC CLUB.—In addition to the above named collections there are about 1,000 Zoological specimens including Birds, Reptiles, Fish and Marine animals; which are constantly being increased in number by the exertions of the Scientific Club.

These valuable collections greatly increase the scientific advantages of the College, and furnish special incentives to the study of Natural Science.

Though not all under one roof, the various rooms used by the scientific department of the College are equivalent in space to a building fifty feet square and four stories in height.

DEPARTMENT OF GREEK.

In the Preparatory Course it is designed to give the student a critical knowledge of the forms and rules of Grammar. It is also expected that the difficulties of translation and composition will be substantially conquered.

In the Collegiate Course a large and liberal attention will be given to the style of thought and rhetoric, found in each author. In the last term lectures will be given on Greek Literature and General Philology.

The Hebrew will be taught for the present by the Professor of Greek. Pupils taking the Biblical Course will have what will be equal to one full year of Hebrew, in a regular Theological Course.

DEPARTMENT OF MODERN LANGUAGES.

The Course in French and German requires two years, and consists of daily Recitations in each of these Languages. The first two Terms are occupied with the Grammar. The student is required the first year to translate every day, upon the black-board, from the English into these languages. The second year is spent with the Classical Authors, and all Conversation, Criticisms, &c., are carried on exclusively in the language studied. Especial attention is given to speaking correctly and fluently.

WORK OF FRENCH CLASS OF 1876.

Fall Term, 1874.—Fasquelle's Grammar,	- - -	126 pages.
Winter Term, 1875.—Fasquelle's Grammar,	- - -	77 do
La Bouchée de Pain,	- - -	20 do
Spring Term, 1875.—La Bouchée de Pain,	- - -	162 do
Fall Term, 1875.—Le Roman d'un pauvre jeune Homme,		
completed,	- - - -	211 do
Voyage autour de Machambro, completed		62 do
Expedition Nocturne, completed,	-	55 do
Conversation two hours per week.		
Winter Term, 1876.—Athalie, completed,	- - - -	54 do
Charles XII, completed,	- -	262 do
Le Philosophe sous les Toits,	- -	110 do
Conversation three hours per week.		
Spring Term, 1876.—Le Philosophe sous les Toits, completed		113 do
Le Cid, Horace, Cinna, Polyeucte,		
Britannicus, Esther, Mérope, Le Misan-		
thrope,	- - - -	409 do

WORK OF GERMAN CLASS OF 1876.

Fall Term, 1874.—Otto's Grammar,	- - - -	150 pages.
Winter Term, 1875.—Otto's Grammar,	- - - -	109 do
Die Elfen,	- - - -	11 do
Spring Term, 1875.—Die Elfen,	- - - -	19 do
Das Rothkaepchen,	- - -	37 do
Bilderbuch Ohne Bilder—finished,	-	48 do
Conversation one hour per week.		
Fall Term, 1875.—Aus dem Leben eines Taugenichts,—		
finished,	- - - -	132 do
Die Piccolomini,	- - - -	48 do
Conversation two hours per week,		
Winter Term, 1876.—Die Piccolomini, finished,	- - -	52 do
Hausmaerchen—finished,	- - -	311 do
Conversation three hours per week.		
Spring Term, 1876.—Wilhelm Tell—finished,	- -	100 do
Hermann and Dorothea—finished,	-	93 do
Das Herzvergessen,	- - -	50 do
Conversation one hour per week.		

DEPARTMENT OF LATIN.

There will be five recitations per week in this department, running through

the Freshman and Sophomore years and two terms in the Junior year, including the History of Roman Literature and Roman History. With the preparation needed for entrance upon the Freshman year, the authors and studies laid down make a most complete Latin course.

DEPARTMENT OF PUBLIC SPEAKING.

Prof. Nathan Sheppard gave in May a course of Ten Lectures before the students upon Public Speaking. He gave this course of lectures also at the Universities of Aberdeen and St. Andrews, Scotland, and they were heartily received. New interest and enthusiasm in Public Speaking have been the result of these lectures throughout the College. These lectures treat in the most practical manner of "the use of the will in public speaking;" the dramatic, colloquial and oratorical elements in public speaking; "physical earnestness;" "the art of being natural," etc., etc., and are accompanied by a severe drill in real speaking, designed to teach the student how to make the most of himself when he stands before an audience. There is no attempt to teach "elocution" or any artificial system, nor is public speaking confounded with recitation, declamation, or dramatic reading. It is, on the contrary, regarded as the serious business of life, and all the faculties that are brought into exercise by the act of addressing a public assembly, are stimulated and disciplined by this course of lectures and exercises.

It is intended to incorporate practically—especially in the advanced classes—the suggestions and directions of Prof. Sheppard in the instructions of this department. He will make the College another visit the ensuing year at which time the students will reap more largely the benefits of his instructions and drill.

MUSEUM OF ART HISTORY.

This collection contains sixty casts of works of Sculpture, two hundred Photographs, and the same number of Engravings. They are so selected as to represent characteristic features of the different periods of the Arts of Architecture, Sculpture, and Painting. Among the casts are:

The Apollo Belvidere—original in the Vatican, Rome.

Niobe—original in the Uffizzi Gallery, Florence.

Venus of Milo—original in the Louvre, Paris.

Polhymnia and Ancyrrhoe—originals in the Royal Museum, Berlin.

The Apostles, Peter, Paul and James, by Peter S. Visser,—originals in St. Siboldus Church, Nuremberg.

Moses, by Michael Angelo—original in Rome.

The Nuremberg Nun, Statues of Handel and Lessing, Busts of Sophocles,

Euripides, Goethe, Schiller, and various Egyptian, Grecian, and Medieval bas-reliefs.

The Royal Museum of Berlin has also presented to the Allegheny College Casts of the celebrated Statue of Diana Colonna, Busts of Alexander the Great and Julius Cæsar, the Wackenroder Memorial, German and Roman Busts, Casts of Indian and Assyrian Sculpture, and a fine collection of original German and Classical Antiquities, consisting of German stone Hammers, Battle-axes, Drinking-vessels, and Greek and Etruscan Vases and Lamps.

A large Chinese, and also a Japanese Painting, have been presented to the Museum.

Rev. Mr. LONG, Missionary to Bulgaria, has presented some Terra Cottas and Coins from Ephesus.

Friends and patrons of the College traveling abroad are invited to add to this Museum works of Art of any kind, but especially Photographs of Historical Works of Architecture, or original Antiquities of any Nation. Copies of the works of native Artists, Memorials of the late war, or any articles to illustrate the history of the Indian or European races on this Continent, will be carefully preserved. The names of the donors will be attached to all articles thus presented.

The collections will be made serviceable in teaching Art Criticism, and for purposes of illustration in the lectures upon Art and Art History.

RELIGIOUS WORSHIP.

The Scriptures are read and Prayer offered mornings in the College Chapel, at which time all the Students are required to be present.

Regular attendance on some place of religious worship on the Sabbath is a requirement of the College.

The Students' Prayer Meeting will be held on Wednesday evening of each week.

Bible Classes are held every Sabbath morning in the M. E. Church and other Churches, and all of the students are invited to become members.

LECTURES.

Prof. Nathan Sheppard delivered in the Fall, a course of Five Lectures on Modern English Authors, under the auspices of the Ossoli Literary Society, also in May five additional lectures under the auspices of the Junior Class. In the course of the ten lectures, there were four popular lectures, viz.: "The Philosophy of the Grotesque," "The Siege of Paris," "Plucky Women," and "The Tongue"; and six on Modern Authors, viz.: Dickens, George Eliot, Carlyle, Thackeray, Bulwer, and George Macdonald. These lectures were greatly enjoyed by Students, Faculty and Citizens. Other courses of lectures

will be delivered by Prof. Sheppard during the next Academic Year. Prof. Tingley is preparing a course of Popular Lectures upon Scientific subjects, which will be delivered every two weeks, before the students and the public.

PRIZES 1875-76.

ORATIONS.

THE BETH GIMEL LAMED PRIZE established in connection with the Allegheny Literary Society, competed for by all its members, was awarded to

CAMDEN M. COBERN.

THE CENTENARY PRIZE established in connection with the Philo-Franklin Society, was not awarded.

DECLAMATIONS.

THE CHAMBERS PRIZE established in connection with the Philo-Franklin Society, and competed for by all its members, was awarded to

JAMES H. MALCOM.

THE KEYSTONE PRIZE established in connection with the Allegheny Literary Society, and competed for by all of its members, was awarded to

LEWIS WALKER.

ESSAYS.

THE HAZELTINE PRIZE, Allegheny Literary Society, not awarded.

THE WOODRUFF PRIZE, Philo-Franklin Society, not awarded.

THE ALLEGHENY PRIZE, Allegheny Literary Society, not awarded.

THE KALAMATHEAN PRIZE, Philo-Franklin Society, not awarded.

LITERARY SOCIETIES.

There are three thoroughly organized Literary Societies; the Allegheny, Philo-Franklin, and Ossoli (the ladies' society.) They have their respective Halls and Libraries. Large expenditures have been made during this year in fitting up these rooms by the respective societies. They are now elegant in design and furnishment, and are important factors in the resources of the College. These societies hold public Literary and Prize Contests in the Chapel occasionally.

A literary contest between the Allegheny Literary and Philo-Franklin Societies occurred on Tuesday evening, June 13th. This consisted of Orations, Essays, Declamations and a Debate. The contestants were:

<i>Orators,</i>	{ Allegheny Literary Society, CAMDEN M. COBERN. { Philo-Franklin Society, JAS. H. MONTGOMERY.
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<i>Essays,</i>	{ Allegheny Literary Society, WILL C. BEAR. Philo-Franklin Society, JOHN S. MCKAY.
<i>Declamations,</i>	{ Allegheny Literary Society, CHAS. T. NEWLON. Philo-Franklin Society, WALTER O. ALLEN.
<i>Debate.</i>	{ Allegheny Literary Society, ANDREW C. ELLIS. Philo-Franklin Society, W. H. SWARTZ.

LIBRARY.

The College and Society Libraries contain upward of 12,000 volumes, embracing many rare and valuable works, and accessible to all students. It is hoped that considerable additions will be made to the Library, of standard and current Literature during the coming year.

SCIENTIFIC CLUB.

An impetus to scientific culture has been given by the recent organization of a Society bearing the above name. It is composed chiefly of students, and holds semi-monthly meetings. Its chief objects are the study and collection of the Natural History of the district about Meadville, which is one of extraordinary richness, both as to plants and animals. The Club also provides for regular meteorological observations, and will publish a daily bulletin containing the first Morning Weather Report from the Bureau at Washington. Several interesting lectures have been delivered before the club during the year.

READING CLUB.

The Reading Club is a voluntary organization, composed of the members of the Faculty, students of the College, and others. Its advantages are invaluable, and highly prized. It provides for its members all that is desirable in modern Periodical Literature, American, English, French, and German, together with Dictionaries, Atlases, Encyclopedias and other books of reference. Its commodious and inviting Hall is always open during recitation days.

YOUNG MEN'S CHRISTIAN ASSOCIATION.

This is an active organization of the Christian young men of the College for purposes of personal improvement and direct assistance in religious meetings, which may be held in the Churches of the city, or of the surrounding country. Its anniversary will be held on the last Sabbath evening of the College year, at which time reports will be read and a sermon or addresses delivered.

EXPENSES.

The price of board has been *greatly reduced* as the subjoined article indicates;

"The Board of Trustees, at the commencement of the present term, placed the boarding hall under the control of Prof. Reid. The co-operative system was immediately commenced; each student having to pay only for the actual cost of board, thirty-nine students were present during the past month which closed on the first of May. *The total expenses of each, for board, room rent, fuel, room cared for, and bed-linen washed, was \$2.69 per week or \$10.76 per month. The cost for each item for each student was, raw material, \$6.76; wages, \$2.34; room rent, \$1.00; fuel, 66 cents; total, \$10.76. By purchasing at wholesale rates and cutting off all profits, as good boarding is furnished at these rates as usually costs \$5.00 per week. It is perfectly safe to say that board, room rent, fuel, care of rooms, and washing of bed linen, where two students room together, will not exceed \$3.00 per week even in the winter time.*"

One hundred students can be accommodated in "*Culver Hall*," and it is predicted by all that the Hall will be crowded in September next.

Tuition is free in all departments of the College, and also in the Preparatory School. The contingent fee for each student will be \$10 per term. The total expense for a student during the three terms of the year, including board, room rent, fuel, lights, washing, contingent fee, books and clothing, with ordinary economy, need not exceed \$200.

Students can board themselves, if they prefer, at from \$1.50 to \$2.50 per week. There are many convenient rooms adjacent which can be rented for self-boarding. Board can be obtained in families at from \$4.00 to \$5.00 per week.

RECENT IMPROVEMENTS.

Extensive improvements were begun in August last, involving many alterations and repairs, and the introduction of several new and much needed features. A new and beautiful Chapel 40x65 feet occupies now the entire second floor of Ruter Hall, two elegant flights of stairs and an ample vestibule make the approaches pleasant. This chapel is carpeted with cane matting, is seated with chairs, is neatly frescoed, is lighted with gas, and a superior Bradbury Piano graces the rostrum. *The new laboratories* are referred to in the department of Science. The renovated and newly furnished Society Rooms are spoken of in the article upon the Societies. The Recitation Rooms were all thoroughly repaired and painted, and are seated with chairs. The exterior of Bentley Hall has been greatly improved, and arrangements are being made to beautify the Campus still further. The total

cost of these improvements will not fall short of \$7,500. The old College of sixty years standing has taken on a new life and proposes a vigorous advance in all that constitutes a well appointed Institution of Learning.

YOUNG LADIES' HOME.

Young women are now admitted to the different courses of study in the College, and are entitled to all the privileges and honors of the same.

The fact of such admission has determined the authorities of the College to provide a *Home* for all who come from a distance, where home comforts, protection, and care can be had, while they are pursuing the various departments of instruction.

The *entire* expense of Board, Washing, Fuel, Lights, and Room Rent will not exceed \$4.00 per week. *Tuition will be Free.* Incidental fee \$10.00 per term.

One hundred young women can and should avail themselves of the *rich and varied resources* of the College, in order to a thorough and satisfactory culture since the expenses are so reasonable.

If instruction in music or art is desired it can be obtained at *reasonable rates* and of teachers who are masters in these branches. *Correspondence with the President concerning any department will receive prompt attention.*

CALENDAR, 1876-77.

1876.

- APRIL 4, Tuesday, Spring Term begins.
JUNE 22, Thursday, Examinations begin.
JUNE 24, Saturday evening, Anniversary of Philo-Franklin Society.
JUNE 25, Sunday, 11 A. M., Baccalaureate Sermon.
JUNE 25, Sunday evening, Sermon before Y. M. C. Association.
JUNE 26, Monday evening, Anniversary of Allegheny Literary Society.
JUNE 27, Tuesday evening, Anniversary of Ossoli Literary Society.
JUNE 28, Wednesday, 10:30 A. M., Annual Meeting of Board of Control.
JUNE 28, Wednesday, 2:30 P. M., Annual Meeting of Board of Trustees.
JUNE 28, Wednesday, 4 P. M., Annual Meeting of the Alumni.
JUNE 28, Wednesday evening, Anniversary and Address of Alumni Association.
JUNE 29, Thursday, 9 A. M., *Commencement*.

VACATION TWELVE WEEKS.

- SEPT. 20, Wednesday, 9 A. M., Fall Term begins.
DEC. 20, Wednesday, Fall Term ends.

VACATION TWO WEEKS.

1877.

- JAN. 4, Thursday, Winter Term begins.
JAN. 25, Thursday, Day of Prayer for Colleges.
FEB. 22, Thursday, Washington's Birth-day Anniversary.
APRIL 3, Wednesday, Winter Term ends.
APRIL 4, Thursday, Spring Term begins.
JUNE 27, Thursday, *Commencement*.

ALLEGHENY COLLEGE.

Founded in 1815.

- - - - -

Chartered in 1817.

AN HISTORICAL SKETCH, COMPILED BY REV. JONATHAN HAMNETT, D. D.

Allegheny College is one of the oldest institutions of learning in the State of Pennsylvania, having been established in the year A. D. 1815. We find in a bound volume of the *Crawford Weekly Messenger* the following communication :

"At a meeting of a number of gentlemen, inhabitants of Meadville, convened at the Court House in said town, on Tuesday evening, the 20th of June, 1815, for the purpose of taking into consideration the expediency of systematizing a plan for the formation of a Collegiate Institution in this part of the Commonwealth of Pennsylvania, Major Roger Alden was called to the chair, and John Reynolds, Esq., was appointed Secretary of the meeting.

* * * * *

"Various resolves were then proposed and adopted ; of which the following abstract will furnish a general idea of the contemplated institution.

"From the circumstance that a great part of the region for the benefit of which the Seminary is designed is watered by the numerous streams which in the aggregate make the Allegheny River, it was resolved that the institution be called Allegheny College.

"It was also resolved, that it be located at Meadville; that the institution, in due time, consist of a President, Vice-President, Professors, and Tutors; that the Rev. Timothy Alden, late of the city of New York, be the President of the College, and Professor of Oriental Languages, and of Ecclesiastical History; and the Rev. Robert Johnson be Vice-President and Professor of Logic, Metaphysics, and Ethics; that the President and Vice-President be the sole instructors for the present in all departments

of literature and science; that they admit as probationers such as are designed to receive a classical education at this College, and instruct them according to their discretion; that from the probationers who may be duly graduated the Freshman class shall be admitted as alumni of the College, on the 4th of July, 1816; that the public academies now in existence, or hereafter to be established in the Counties of Crawford, Erie, Warren, Venango, Mercer, and Butler, may be so far connected with Allegheny College as to receive and prepare probationers for matriculation in this Seminary; and in this case, that the principal instructor, being a man of competent classical education and of good moral character, be considered one of the Faculty, and be added to the list of Tutors of the College; that a committee appointed for the purpose, prepare an address to the Legislature requesting a charter; that another committee, which was also appointed, draft a code of laws for the government of the College; that a subscription book be immediately opened by the Treasurer of the College, John Reynolds, Esq., for donations in any kind of property which may be useful to the institution; that the Rev. Mr. Alden, President of the College, who, it is understood, is shortly to visit the Eastern and Middle States, be requested to solicit benefactions in aid of the objects of this new institution."

The Treasurer's books were accordingly opened, and about six thousand dollars secured by subscription. Grounds were donated, and the present beautiful site was selected for the rising institution. The act of incorporation bears date March 17, 1817, and ordains the establishment of an institution for the education of youth in the learned, ancient and modern languages, in the liberal arts and sciences, and in all useful literature, with power to confer on the pupils of said institution such rewards, diplomas, and degrees in the different liberal arts and sciences as the Faculty and Trustees shall think them entitled to, etc.

Among the charter members of the Board of Trustees are the following, viz: Roger Alden, Wm. McArthur, Jesse Moore, John Brooks, Wm. Clark, Henry Hurst, Samuel Lord, Samuel Torbett, Thomas Atkinson, John Reynolds. The same act also appropriates to the College the sum of two thousand dollars. The fourth day of the following July the charter was formally accepted; under its provisions was effected a complete organization; and on the 28th was held the first annual Commencement of the College.

In due time the first indispensable want of the institution was realized in the erection of the noble structure now known as the old College building.

To the scholarly mind, such as was Dr. Alden's, the ideal of a great college embraces the necessary feature of a great library. To realize this were his most earnest exertions called forth.

And in happily securing such a collection of books as had few superiors in the country at the time, the scheme of establishing the College seemed measurably assured of success. The library is composed, in part, of three principal contributions. The Rev. Wm. Bentley, D. D., of Salem, Mass., has the honor of being the first great benefactor of the College, who bequeathed his large and valued collection of books to the library; and whose example was soon followed by other contributions in the same direction.

Dr. Alden resigned the presidency of the College in 1833; and was succeeded by Rev. Martin Ruter, D. D., with whose administration the institution entered upon a new era of her history. At this time the Trustees effected an arrangement by which there was secured to the College the patronage of the Pittsburgh Conference of the M. E. Church. Accordingly, a complete Board of Professors was engaged, and their salaries provided for; and the halls of the College were for the first time filled with a large body of students.

Rev. Homer J. Clark, D. D., became President in 1837. To his sagacity and energy chiefly is the College indebted for the plan of endowment known as the "Scholarship Plan," by which students are admitted to all the departments of the institution free of charge for tuition, and a corresponding income is permanently secured to the school. In 1847, Rev. John Barker, D. D., was elected as Dr. Clark's successor. The College enjoyed unabated prosperity during his entire term of service, which ended in 1860. Thereupon Rev. Geo. Loomis was chosen to the position made vacant by the death of Dr. Barker. While at the head of the College Dr. Loomis secured large additions to the vested funds of the institution, and other valuable appliances, more fully to be mentioned hereafter. His retirement from the College in 1872 created a vacancy which has been filled by the election in February last of the Rev. Lucius H. Bugbee, D. D., who was inaugurated as President of the College June 24, 1875. The new administration opens under favorable auspices. The *material* of the College, as recently set forth in a published report, exhibits the following:

ASSETS.

Grounds and buildings, - - - - -	\$130,000	
Library, - - - - -	20,000	
Cabinets, - - - - -	50,000	
Apparatus, - - - - -	15,000	
		\$215,000
PERMANENT INVESTMENT FUND.		
Erie Conference, - - - - -	\$ 85,000	
Pittsburgh Conference, - - - - -	75,000	
		160,000
Total, - - - - -		\$375,000

The College is on a safe financial basis and out of debt.

THE ALUMNI.

The Alumni of the College now number over five hundred and thirty names. Prominent among these are Hon. David Derickson, John W. Farrelly, Wm. Reynolds, Darwin A. Finney, Rev. Calvin Kingsley, D. D., late Bishop M. E. Church; F. H. Pierpoint, ex-Governor of West Virginia; Rev. George W. Clarke, D. D., Erie Conference; Rev. Cyrus Nutt, D. D., President Indiana University; Rev. Jabez A. Burton, Africa; Rev. Gordon Battell, D. D., West Virginia Conference; Rev. G. B. Hawkins, Erie Conference; Rev. Wm. A. Davidson, D. D., Pittsburgh Conference; Rev. Alex. Martin, D. D., President Indiana Asbury University; Rev. Samuel H. Nesbit, D. D., Pittsburgh Conference; Rev. O. N. Hartshorn, LL. D., President Mt. Union College; Rev. Moses Hill, D. D., Erie Conference; Solomon Schoyer, Esq., Pittsburgh; Prof. I. O. Chapman, Mt. Union College; Prof. G. W. Clarke, Mt. Union College; Rev. James Marvin, D. D., Chancellor Kansas State University; Rev. Albert Long, D. D., Constantinople; Rev. J. Walter Waugh, D. D., India; Rev. Henry Mansel, A. M., India; Rev. J. H. Mesmore, India; Rev. G. W. Maltby, M. A., Erie Conference; Rev. R. N. Stubbs, M. A., Erie Conference; and in all departments of life, civil and military, at home and in distant lands, is the College honored by the record made for her, in the lives and in deaths of those whom she proudly calls her own.

INAUGURATION OF REV. LUCIUS H. BUGBEE, D. D.,

*As President of Allegheny College, Meadville, Pa., June 23d, 1875, at the
First Methodist Episcopal Church, Alexander Bradley, Esq., President of
Board of Trustees, presiding.*

The following order was observed :

MUSIC.

PRAYER.

Address of Welcome,	-	Ex.-Pres. Geo. Loomis, D. D.
Administration of Oath of Office,		Hon. Walter H. Lowrie.
Presentation of Keys,	- - - -	Pres. A. Bradley.
Address of Faculty,	- - - -	J. Hamnett, D. D.
Address of Alumni,	- - - -	Moses Hill, D. D.

MUSIC.

Charge to the President,	- - -	Bishop R. S. Foster.
Inaugural Address,	- - -	President Bugbee.

MUSIC.

BENEDICTION.

INAUGURAL ADDRESS.

[Delivered by Rev. Lucius H. Bugbee, D. D., upon his accession to the
Presidency of Allegheny College.]

GENTLEMEN OF THE BOARDS OF TRUSTEES AND CONTROL, GENTLEMEN
OF THE FACULTY OF INSTRUCTION, ALUMNI, PUPILS, AND FRIENDS, OF
ALLEGHENY COLLEGE.

In the progress of these exercises up to this moment, I have felt an increasing sense of responsibility. The cordial expressions of welcome uttered by you, my brethren, who have represented the various interests centering about Allegheny College and the earnest, hopeful charge of my esteemed friend, Bishop Foster, have encouraged and cheered me, however, in fact, these assurances, intimated to me at the time of my election and before, and now expressed by your designated representatives, were the persuasive reasons which determined my favorable response to your invitation. I am here to-day, therefore, in obedience to your call and my conviction of its provi-

dential character. I am here to love you, to serve you, and work with you. I am here to obey God and seek his blessing.

It is usual on occasions like this, when such important duties are assumed, for the person thus selected and invested to outline his views upon some of the various questions and interests, having to do with educational work, and having some special reference to the institution over which he is called to preside. The time is opportune, and the occasion appropriate, and the questions to be discussed are of infinite moment. It is difficult, however, to select from the large number of educational topics, since all of them are of grave interest and most of them appropriate to such an institution as this. We have no expectation of exhausting any subject which may come before us for consideration at this time. We can only hope to throw out hints, suggest methods, and intimate lines of action, which will subserve to some extent this college, and through us and our institution, the entire educational work of the Church and the world; for humanity is one, and every truth, however and wherever reached, is immortal, and of universal application. I shall serve the general cause of education surest if I discuss education, as especially connected with us here; for if each of our institutions does its work well, then the whole work will be truly prosperous. I am glad to bring to you to-day the judgment of the Church, touching the honest, sound work done by this College during the sixty years of its history. My predecessors in *this* office have been men of solid learning and sincere piety; the professors who have occupied the various chairs have been scholarly men, some of whom have been called to the highest positions within the gift of the Church, and my brief personal acquaintance with the men who are to be my constant associates in the work of daily instruction in time to come has already secured my high appreciation of their ability and character. I am free to say that the reputation of this College for solidity and for thoroughness of instruction is of more value, in the estimation of a discriminating public, than though it were in possession of properties and endowments twice as large without this reputation. Solidity wins in the long run.

There has been much discussion for hundreds of years as to what studies should constitute a college course, and the amount of time that should be given to each. It were easier to determine both of these questions if the preparatory schools were uniform and thorough in their requirements. Why could not these schools within a certain district of country, or within certain conferences, upon consultation, agree upon a prescribed course of study, and insist upon its completion before entrance upon a college course. A spirit of conciliation, and a disposition to reach the highest ends of education, would secure this most desirable result in a brief space of time, and make the solution of the greater problem much easier.

It will not be difficult for all of us to agree upon the following proposition, namely: *That the studies and methods which educate the mind, the whole nature best, should be pursued and used.* We are to make the most of ourselves. We are to bring every power and susceptibility up to the highest and best development, and then under the inspiration of a regenerated life, through faith in the Lord Jesus Christ, we are to move forward to the grand achievements of beings entitled by our industry, acquirements and consecration, to the chiefest sources of power. What course of scholastic training will bring out all of the forces of our triune natures, and put us on the platform of greatest usefulness?

The greatest power of thought should be the aim and end of all education. Brawn, brain, heart and will, are to have their quota of attention and discipline, or the completest strength of each will not be secured, and manhood will fall, by so much, short of soundness and perfection.

The order of mind is sensation, perception, conception, reflection and intuition. Whatever objects, therefore, address the senses are the first educative agencies. Nothing is of small import in the training of an immortal being; the interior of home, the face of nature, human action, art in all of its forms, are the powerful instruments through which education is begun. We are not to estimate lightly, therefore, the surroundings of a human life.

Parents, make your homes beautiful; make yourselves beautiful in heart and life, and you will have two of the most potent agencies in the right education of your children. The simplest form of mental action is perception. The mind takes notice of the objects impressing the senses; they become familiar to the mind; they are recognized upon their reappearance, and are sought after, and are satisfying in their influence. Thought or conception immediately succeeds this first state of the mind. The simplest thought of the child is the sign of royalty, the certain presages of immortality, the initiative of the wonderful achievements of the most wonderful being in the universe. Conception is the mind's power to think. Conceiving is the mind thinking, continuity of thought. The previous processes of sensation and perception are preparative and essential to this.

The simplest forms of reflection are associated with the beginning of conception. Reflection is of slow growth, and this power requires the most careful and systematic tuition in order to logical habits of mind and power of consecutive thought. And now I come specially to the work of the schools. Nature, art and home, have been the chief educators thus far. Now the powers are to be led out by books, application, and by the arts and efforts of the living instructor.

The mind is many-sided, and though unity is desired as the end of culture, this can only be attained through a diversity of means, educating all the powers and capabilities.

How, then, is the reflective power of the mind to be increased and brought up to the highest point of efficiency? This is the end of intellectual culture. The educated mind must have the power of synthesis and analysis, of induction and deduction. No amount of facts or rhetoric can atone for this want. This power is evasive, it must be courted and won by the severest application, under the steady direction of a powerful will. There should be, therefore, in a course of study the highest philosophy; there should be appropriation of the study to the mind, at the different stages of its strength and progress. Mathematical and linguistic studies have been tested for hundreds of years, and are found to be most important in concentrating and holding the mind in consecutive application and thought; hence, these branches are the first introduced into preparatory and collegiate courses of study. Mathematics develop reason, the regal power of the soul, the right use of which brings all the faculties to the line of rectitude, and is the most important aid to faith, in its apprehensions of the highest wisdom. They induce logical habits of mind, without which the most brilliant powers cannot be utilized in any severe mental contest. They greatly aid the imagination; for it is a singular fact that this soaring, unstable, and fancying power of the mind is most useful and active as it has a strong mathematical mind and culture for its foundation. *They teach us of a-priori truths which are incapable of proof.* They anchor us to the idea of certainty, and, hence, to a Being capable of establishing an eternal order of things. In this age of instability, when everything is in motion, when beliefs are matters of convenience, and men whiffle about with every wind of doctrine, it is well to have our young people grounded in the idea of necessary truth. This gives permanence to character, and a promise of stability in all the great interests of life and society. We have spoken of mathematics only with reference to their disciplinary influence and power. They have a practical value in all the business and professional concerns of life; familiarity with them broadens the views and increases the confidence and multiplies the facilities of men, and thus they inure to business success, and indirectly benefit the home, the Church, the State, and contribute largely to the increase and power of all the humane and evangelical enterprises for the enlightenment and Christianization of the world. Students should be held firmly to these studies. They should master them both for the sake of the discipline they impart, and their essentialness to the very structure of a strong civil and commercial life.

The languages still hold their position in the more stable colleges of the land. And I apprehend that their solid worth and their great utilities, as developed in the experience of the past and the discussions of educators, will not permit them, in any measure, to be ignored or laid aside. For they are among the most potent agencies in order to a liberal education. The Latin

and the Greek, the so-called dead languages, the rather living, as intimated by a writer, "they have put off flesh and blood to put on immortality," are the repository of the history, philosophy, ethics, and art of a large section of the world's history. If we cut off these streams, which are constantly flowing into our literature and life, we are doing violence to our best interests as a people and to our highest culture. The Latin language is the mother of the French, Italian, Spanish, and Portuguese languages. And our own tongue must not forget her ancient progenitor. A large fraction of our words in daily use are derived from this language.

The Greek has unquestioned beauty and power; it is unrivalled in its stateliness, terseness, and delicateness. The blessed Book of God comes down to us through this language and the Hebrew. Luther said: "If we do not keep up the tongues, we will not keep up the Gospel."

The disciplinary character of these languages is beyond cavil. They embrace the powers of comparison and invention. They induce brevity and precision of statement. They are an effectual cure for the verbosity and looseness of expression so natural to the untrained mind. They induce application and attention. They increase the mind's power of concentration, the great obstacle in the way of consecutive thought. They enrich the vocabulary, refine the thought, and impart imperceptibly a classical taste and beauty to language and character, which we all observe though not all able to define.

The modern languages, especially the French and German, are now finding a place in all of our college courses. And they are acquired with great facility after the ancient languages are mastered. But they should not be studied merely for their convenience of communication with others; but philologically and historically. Through them the life and character of the French and German people should be studied and understood. The modern human nature of two great peoples, and yet very diverse, should be and can be, most thoroughly learned through the structure and literature of their languages; by this means the mind is broadened, and true culture increased.

We are prone to forget our own tongue when we discuss language, as though it were of small import, whereas it is the great tongue of the age. It is the vehicle of the greatest civilization, and of the most intelligent Christianity of the world's history, and now spoken, more or less perfectly, by one hundred millions of people, and every year is adding to its universality and supremacy. Because native to us it is often neglected, and is incidentally rather than professionally taught in many schools, especially in its more advanced stages. The purest literature, if not the richest, is written in English.

The Department of Natural Science has come to be a prominent one. The

contest between science and philosophy in the college course has developed the strength and place of both. Philology has yielded somewhat, and science has come up grandly to its place and work, and they now stand side by side, without trenching upon each other's rights and immunities.

But physical science has so enlarged its boundaries by discoveries, that though it ranges through all the years of the curriculum, it can do but little more than outline the vast field it occupies, and introduce its students, in order that they may push forward their own researches at their convenience and pleasure. The power of synthesis or classification is increased marvelously by the study of one class of sciences ; system and method are induced in the mind, and a disposition is begotten to seek industriously for the links in the progress of investigation. Then there is a charm in the study of nature, the senses are delighted, and a love of study is generated, and the mind is led on to the exploration of all fields of knowledge by the enthusiasm excited in the study and observation of nature in the first stages of education.

The power of analysis is greatly strengthened by another class of sciences. We are led back from the manifestations to the ground or origin of them. We go down to the causes from the effects, step by step. We go down from the surface to the foundations of things. The education of the reflective power of the mind is proceeding surely and rapidly all this time ; the field of knowledge is widening ; and the power of illustration, which is the most successful way of impressing truth, increasing. This college has been most fortunate, it seems to me, in obtaining the apparatus, cabinets, and museums, so essential to the great success and prosperity of an institution of learning in this department. The departments and lines of study thus far treated constitute the body of the college course. In their separate and combined influence they have been adding discipline and strength to the mind ; and, as a secondary advantage, facts and generalizations have accumulated, and are among the resources to be used at will. There are other studies, however, without which, it must be said, an education would be quite imperfect and inharmonious. I refer to psychology, ontology, logic, ethics, æsthetics, and economic science ; all of these, except the latter, are mental and moral, and cannot be profitably pursued without much previous culture, such as has been indicated. The science of mind is the great science. All other sciences are the creations of the mind, and they reach perfection only in proportion to the broader sweep and power of the mental faculties. We study the outer world through the senses. We study this inner world through consciousness. The mind must have a knowledge of itself, of its faculties and capabilities. It must be mapped out in order, and the laws of its action elicited, through observation and experiences. It is the most subtle and difficult of all studies, because the mind is at the same time the observed and the observer. As

much or more than any other science, it gives precision and definiteness of statement, and adds dignity and royalty to our natures. This study is important, because our philosophy too frequently underlies our theology; and the youth of the country cannot too early be imbued with principles which shall thoroughly protect them against the skepticism and materialism of these modern times.

The study of ethics follows naturally that of psychology. After becoming acquainted with its own laws and capabilities, the mind comes to the investigation of the great question of right, its nature, ground, rule, and province with zest and increasing interest. This brings the student into the most solemn domain of thought, and face to face with the nature and character of God, the ground of right. Obligation and duty are discussed; conscience is analyzed and defined, and the impression deepened, that it is a most solemn thing to live where eternal destinies are being settled every moment; where right and rights should be recognized at every step, and where the laws of the higher life are to take precedence and control all action, though the tides of human policy and expediency threaten to sweep away every barrier.

The science of æsthetics is based upon the intuition of the beautiful, as is that of morals on the intuition of right. The more we study the beautiful and come into companionship with it, the more we shall love the true and the good. The beautiful is all around us in earth and sky; it lies upon the mountains, and sails upon the clouds, and we are so constituted as to appreciate it and love it. We need to woo this spirit in us and without us. We should be able to recognize it everywhere—in nature and art; and, above all, have intimate and constant communion with God, the supreme source of all beauty.

Our youth should be inducted into social science and the principles of common and international law. The questions of production, exchange, finance, protection, free trade, government, and kindred topics, should be discussed before them and with them. These underlie a prosperous nation; and those who are to be future citizens and conservators of the public weal, should not be permitted to go out of college life ignorant of these intensely practical subjects. They will meet them upon the very threshold of active and public life, and if familiar with them, they may become the occasion of their great success. We have thus discussed the main groups of study in an educational course, in order to symmetrical development of mind, and introduction of the student into the varied fields of thought.

The question of elective studies at some stage in the college course has engaged the attention of educators of late. Where this is allowed extensively, a larger corps of instructors is needed. It may be permitted to a limited extent, especially after the conclusion of the Sophomore year, without

material addition to the instructional forces. There is certainly profound philosophy in the theory, for all minds are not equally adapted to the same studies, and ought not to be compelled, after having been introduced to all the groups of study, to go forward without some power of choice, under the advice and direction of competent instructors. Pupils who have been dull in some departments under this *regime* may now step forward, marvelously demonstrating their special aptitudes in these domains of their own choice. A college upon this plan becomes at once a place of severe mental discipline and a conservator of the special needs and abilities of its varied pupils. By discreet management at the period and point of selection, there is no danger of inducing indolence among the pupils by permitting elective studies, but the great probability that a new interest and enthusiasm will be thrown into all the departments of instruction.

The teacher has a throne of power. He is the leader of mind, and the educator of thought. He can not adopt any one method, but must try all methods, as he has all phases of mind to deal with. He must have common sense, mental insight, ability to impart, power of adaptation, patience, and love in his work. The mere routinist is of little moment in the real, earnest education of mind. The recitation-room, while it is a place of systematic drill, should be a place of original thought, earnest discussion, and catechisation, where all the latent powers shall be brought into play, so that each return of the recitation shall be hailed with pleasure.

There is a profound philosophy in teaching. The true teacher has a divine mission, and he should magnify his office. He needs to purify himself, even as the Great Teacher is pure; for daily he is impressing himself on his pupils, and duplicating himself to a certain extent in all who receive his instructions. Both the instructions and the character of the teacher are distilling like the dew upon the life, giving direction to the thoughts, and determining the emotions and volitions of the hundreds and thousands who come under and go out from his daily instructions and examples. Solidity, sincerity, elevation of soul, and holiness of aim, are among the results of faithfulness in this office.

The intrinsic value of education to young people has of late much engaged my attention. There is a practical value, which is the immediate occasion of seeking an education on the part of many, and the chief reason why parents accept of the advantages of the schools for their children. As is usual, however, the more important and valuable is hidden. The formative and preservative power of a college course of study upon young people is too little thought of and appreciated. If the college is Christian, and the professors are able, earnest and consistent, there is almost an absolute certainty that the developing and disciplining power of the studies pursued, together

with the faithful teaching and consistent life of the instructors, will save, instrumentally, all the pupils. If you desire proof of this statement, take the five hundred graduates of your own college for the last fifty-six years, and compare them with a like number during these years and at the same periods of time, and notice the vast difference among them in religious, social, political, professional and commercial spheres. The graduates of our colleges, the men and women who have availed themselves of our higher institutions of learning, and have subjected themselves to their severe discipline and culture, are the social centers and commanding personages, in the main, in all our communities.

I now come to discuss, as briefly as I may, one of the great questions of the day, *The Education of Woman*. We shall all agree at once that she should be educated,—the how and the where and the when are the controverted points. As to the first, she should be educated thoroughly, Christianly, healthfully, and appropriately; hence, the instructors, and the appliances of instruction, should be of the first order, and sufficiently extensive for the broadest culture. The institutions she attends, the treatises she studies, the books she reads, and the influences surrounding her, should be unequivocally Christian; for woman without Christ, and a deep, abiding Christian spirit, is shorn of her beauty and strength. In the progress of her education her health must be sacredly guarded both by herself, the faculty of instruction, and the Board of Trustees; school buildings erected for her residence and recitations; the modes of heating; ventilation; the food; the artificial surroundings; the teachers of her own sex, selected for her daily instruction, association and care, should have the best thought of our best educators, and receive the attention and have the provision of our wealthiest and most public-spirited men and women.

The sphere which woman occupies, as the center of home and social life; as the mother, and largely the educator of the race, demands that her education should be appropriate, and have special reference to her duties and responsibilities.

But where shall she be educated? You gentlemen have opened the doors of your excellent and somewhat venerable institution to women; for several years young women have been members of the various classes, and they have held their position creditably as scholars, and thus have demonstrated the wisdom of your decision. You have able instructors, you have extensive cabinets, and ample and excellent apparatus; you have a large library, and a climate unsurpassed for healthfulness. Your tuition is virtually free. The expense of living is reasonable, in view of your own facilities for marketing, and the large outlying agricultural districts about you. Why is not Meadville, with all of these advantages, together with its intelligence, wealth, and

public spirit, one of the most suitable and providential localities for a woman's college, in connection with this time-honored institution?

Again: You are under some obligation as the conservators and supporters of this College, having opened its doors to young women, to provide for them such a home and conveniences as is proper for them to have, in order to prosecute their educational course.

I am in favor of co-education, if the conditions necessary to its success are met; if trustees and instructors, understanding all the needs of the case, will set themselves resolutely to meet the demands; and the demands are: First, a home provided with all sanitary and healthful appliances; second, such motherly care instituted as is essential to them in their absence from their own homes; third, and such adaptation of their labors and duties as will not unduly strain and exhaust their nervous systems.

There is a vast difference between co-education and identical co-education; the first is admissible, the second impossible. The first, under careful management, may be conducted advantageously to both young men and young women, so that the highest type of character in both can be secured; the second is unnatural and impracticable, and wherever and whenever tried can only end disastrously to both school and pupils.

The proportion of young women who will pursue the regular college courses, will always be small in comparison with the young men; hence, the larger number of the ladies will pursue partial or select courses; therefore, provision should be made for full and partial co-education, as can easily be done, when the proper facilities are at hand, in the way of home, protection, and art studies. I think there is a large and providential field open in this city, and in connection with this College, and in all this section of country, for the education of young women. You have the building and grounds, if thoroughly fitted up for such use; you have the instructional forces and power; you have the illustrative agencies in your magnificent collections; you only want the will and the enthusiasm and the decision, for you have the wealth in this community, and in connection with the Board of Trustees. You would thus double the power and usefulness of the College, and have the consciousness that you are giving equal and ample facilities to both young men and women.

A college can not hope to perpetuate itself without an endowment. You have grounds and buildings enough for your immediate wants, only needing renovation and repairs, that the comfort and health of both teachers and pupils may not be imperiled. Subsequently and soon plans should be elaborated and carried out for the erection of a chapel and library, a scientific building and observatory; the last two may be built upon the same foundation. The library should have a fund, the revenue of which could be used annu-

ally for the purchase of modern publications, that the whole circle of literature, philosophy, and science, past and present, may be suitably represented in the library. One thousand dollars per year would put enterprise and vigor into the library. Your endowment is well begun and invested. You keep your disbursements within your receipts: this is your only safety; but there should be no delay in securing an increase of endowment, as there is now a needed increase in your faculty demanded, and this demand will become more imperious as the pupils increase in number; as elective studies are introduced prudently, and as you attempt a larger range of post-graduate studies. The name college, in this country, has come to be synonymous with the name university; in fact, the two oldest and most extensive schools of our country still go forward under their original names of Harvard and Yale College.

Yale College commenced its wonderful history with thirty pounds, and at the end of twenty years it could not aggregate in buildings, grounds, and endowments \$70,000. Since the foundation of this College you have sixty years of history. You have educated, to a greater or less extent, six thousand pupils. You have graduated, with the present class, five hundred and eighteen, and many of these graduates have been eminent in the law, in Church and State. You have properties, endowments, and appliances worth at least \$375,000. You have no liabilities to embarrass you. You have a solid reputation for scholarship and downright honest work. You have an honored, healthful, and eligible location. You are now under the patronage of three conferences of the Methodist Episcopal Church, with (over) seven hundred ministers, and more than one hundred thousand members; and this number represents at least two hundred thousand more who are attendant upon the ministry in these conferences, and many of other denominations are in hearty co-operation with you. There are other schools and colleges within these patronizing districts, but you are the eldest. You have the best facilities; you have the largest alumni; you are the natural center toward which the preparatory schools are looking, and sending their youth in order to education and graduation. In view of all these facts, Allegheny College has achieved a grand success. But there must be no resting upon the past, no self-satisfaction that shall paralyze effort or induce contentment, but a grand forward movement on the part of trustees, boards of control, conferences, faculty, pupils and citizens, that Allegheny College shall not only hold its rank and retain its well-earned laurels, but go forward in a career of success and power commensurate with its opportunity and possibilities.

And now a word in reference to the place of religion in a College. Religion underlies all true education, for there is an innate religiousness in all knowledge; and since all State institutions are trammelled in regard to the

inculcation of religion, it is absolutely necessary that there should be centers of learning, where the grand doctrines of the Bible can be taught without let or hindrance, and where a warm and earnest devotion can burn and glow upon the altar of the heart, without being smothered by either law or conventionalism; where pupils can be led to repentance and faith in Christ, and be built up into solid and symmetrical Christian characters; where young men and women shall receive the culture and the Christian training that shall make them the uncompromising opposers of all forms of infidelity, so insidiously inculcated in these days; that shall make them American citizens, who shall stand firm to the support of the great common school system of the country against the evil machinations of Rome, and give them eminence and power in all the great reforms that are engaging the public mind and heart.

And now, with these last words of this address introducing me into my office and work, and placing me along side of the great and good of the past, and putting me into fellowship and association with the earnest workers of the present, I desire to express my profound gratitude to God for his gracious leadings and presence, and to thank the College authorities, my ministerial brethren, the pupils, citizens, and friends of the College, for the cordial welcomes of this hour, and to bespeak for myself, my co-laborers, and the College your earnest and constant prayers, together with your counsels and efforts for the greatest and real and permanent prosperity of Allegheny College.

INDEX.

ADMISSION.—Qualifications for, - - - - -	14
ALUMNI, - - - - -	42
BOARD OF TRUSTEES.—Members of, - - - - -	3
Officers of, - - - - -	3
CALENDAR, 1876-77. - - - - -	38
CENTENARY BOARD, - - - - -	4
CLASSIFICATION, - - - - -	26
COMMITTEES.—Centennial Committees, - - - - -	6
Committee of Control, - - - - -	4
Visiting Committees, - - - - -	5
COLLEGE COURSES.—Classical Course, - - - - -	16
Scientific Course, - - - - -	18
Biblical Course, - - - - -	20
COLLEGE DEPARTMENTS.—President's Department, - - - - -	27
Mathematics and Astronomy, - - - - -	27
Natural Science, - - - - -	27
Greek and Hebrew, - - - - -	30
Modern Languages, - - - - -	30
Latin, - - - - -	31
Public Speaking, - - - - -	32
COLLEGE HONORS, 1875, - - - - -	26
DEGREES, - - - - -	26
EXAMINATIONS, - - - - -	26
EXPENSES, - - - - -	36
FACULTY, - - - - -	8
HISTORICAL SKETCH OF ALLEGHENY COLLEGE, - - - - -	39
IMPROVEMENTS.—Recent, - - - - -	36
INAUGURAL ADDRESS of President Lucius H. Bugbee, D. D., - - - - -	43
LECTURES, - - - - -	33
LIBRARY, - - - - -	35



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